

Please read and choose one of the following scenarios to discuss **OR** take a few minutes to write down a scenario from your own teaching experience or from your imagination!

1. You are teaching a university lecture course about the United States to 80+ students. The basic outline of the course was decided before you arrived, and the assessment is comprised of only a final exam and a 2000 word paper. There is little time in the course plan to teach academic writing, as you are expected to lecture each week about a different aspect of contemporary US life. At the end of the course, you receive a paper you believe to be blatantly plagiarized. How could you deal with this situation?
2. You are teaching an intensive discussion-based university-level course for the entire academic year. After the first two weeks of class, it is clear to you that one student is likely to continue to refuse to participate in any pair or small-group activities. In addition to his refusal to work with his peers, this student has challenged your professional qualifications on more than one occasion. After just a few class meetings, you find yourself dreading this class, and it meets twice a week! How could you deal with this situation?
3. The enrollment in your basic grammar course at the university is much larger than everyone had expected, and students continue to contact you to see if you can possibly take one more person! You're flattered, but you realize that the classroom seats 15 fewer students than you have on your list and the class begins tomorrow morning. How could you best prepare for the first class meeting?
4. You are assisting a seasoned English teacher at the high school level. At the beginning of the year, you will be observing, but later on, you will be teaching lessons solo. You've noticed that there is a group of students sitting on the edge of the class and that they have spotty attendance. You've also noticed that the teacher makes little or no effort to include these students when they are present. You try to tactfully approach the teacher to learn more about these students, but she dismisses your concerns and speaks derisively of the students. How could you proceed in this situation?
5. Three weeks into a university class on academic writing, you ask your students for feedback on the course using an anonymous questionnaire. You are surprised to learn that the students are quite dissatisfied with the course so far. They compliment your English skills, appreciate the opportunity to study with a native speaker, and say that they enjoy the time together in class, but they complain that they are not learning very much because you do not correct all of their mistakes. How could you react to this student feedback?
6. You are teaching a university oral skills course, intended to improve speaking, listening, and pronunciation skills. You have planned a variety of activities and have gathered input from your students to help you in selecting the materials for use in class. You are frustrated by your students' lack of participation in class, even when asked direct questions. You feel invisible or as if you are talking to an empty room! You take a student aside who explains to you that many students are afraid to speak in front of the class because their answers might be wrong. None of their other university instructors expect them to speak in class! How could you deal with this situation?
7. You are teaching a high school English class, and all in all, things are going very well. You have good support from other teachers at your school, you like the textbook well enough, and you feel good about the activities you've created from scratch to enrich the class. There is a small group of students, however, who you have not been able to include in the classroom activities. They talk, albeit quietly, in the back of the classroom while you and the other students are speaking. If they're not talking, they are reading the newspaper or playing cards. How could you deal with this situation?
8. (Choose your own adventure!)

Classroom Management & Cultural Issues

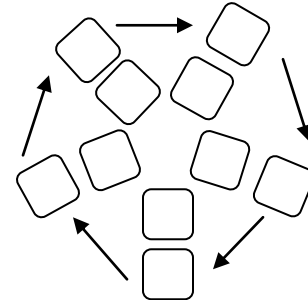
Fulbright English Teaching Assistants - Sub-Saharan Africa and South and Central Asia
Pre-departure Orientation - Thursday, June 24, 2010 - Washington Marriot Hotel
Gaston - Lee - MacArthur

Two models for discussion: **Margolis Wheel & Learning/Teaching Wheel**

Margolis Wheel

Ideally done in groups of 6, 8, or 10, participants in the center chairs serve as 'counselors' to those in the outer circle. Counselors stay put, while those seeking advice rotate clockwise after a pre-determined period of time.

Activity ends after each advice seeker has received advice from all the counselors.

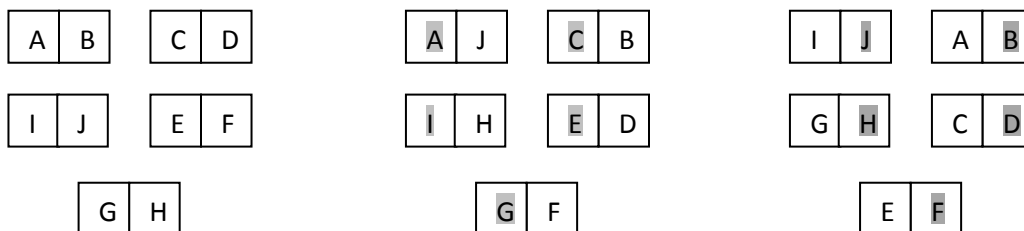


With a group of 10 (as pictured right) and 3-minute intervals, the activity will take approximately 15 minutes. If the inner and outer groups change places, each having a chance to seek advice, the activity will take a total of 30 minutes.

Multiple circles can operate simultaneously in a larger group. Participants can debrief the activity in their groups of 10 or in the larger group.

Learning/Teaching Wheel

Illustrated here for a group of 10, but adaptable for various group sizes, in this activity, participants start out in pairs and rotate alternately so that each participant discusses each scenario twice. (Steps 1-3 of a total of 10 steps illustrated below.) If each participant were to discuss each of the 5 scenarios twice for a total of 3 minutes each time, the activity would take approximately 30 minutes.



This activity is also well-suited to analyzing complicated diagrams or learning new content, as the remaining participant serves as 'expert' for the new participant, who subsequently serves as expert, and so on.

both activities adapted from Robert Chambers (Participatory Workshops: A Sourcebook of 21 Sets of Ideas & Activities, Earthscan, 2002)